

## Bennettsville Middle

701 Cheraw Street  
Bennettsville, South Carolina 29512

**Grades** 6-8 Middle School

**Enrollment** 519 Students

**Principal** Fannie Mason 843-479-5941

**Superintendent** Dr. David A. Sherbine 843-479-4016

**Board Chair** Mr. Ronald B. Henegan 843-479-7838

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	0	5	27

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>	Unsatisfactory	Average	No
<b>2005</b>	Unsatisfactory	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Good	No

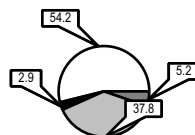
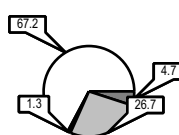
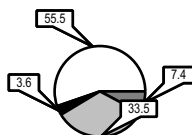
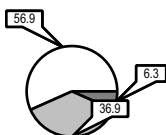
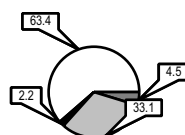
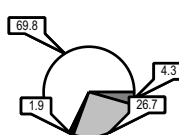
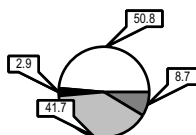
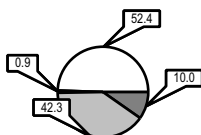
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	100.0	88.4
<b>English 1</b>	96.2	76.2
<b>Biology 1/Applied Biology 2</b>	N/A	48.5
<b>Physical Science</b>	N/A	24.8
<b>All Subjects</b>	98.1	79.3

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	484	94.0	54.9	38.0	6.8	0.2	13.4	No	Yes
<b>Gender</b>									
Male	260	91.2	64.1	30.5	4.9	0.4	9.9	N/A	N/A
Female	224	97.3	44.8	46.3	8.9	0.0	17.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	80	92.5	48.5	39.4	12.1	0.0	18.2	No	No
African American	392	94.4	55.8	38.2	5.7	0.3	12.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	406	98.3	51.3	41.2	7.5	0.0	14.7	N/A	N/A
Disabled	78	71.8	80.8	15.4	1.9	1.9	3.8	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	484	94.0	54.9	38.0	6.8	0.2	13.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	482	94.0	54.7	38.2	6.8	0.2	13.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	460	93.7	55.2	37.7	6.9	0.2	12.8	No	Yes
Full-pay meals	23	100.0	50.0	45.0	5.0	0.0	25.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	484	95.0	52.7	35.3	8.4	3.7	19.5	Yes	Yes
<b>Gender</b>									
Male	260	92.7	54.2	33.0	7.9	4.8	20.7	N/A	N/A
Female	224	97.8	51.0	37.7	8.8	2.5	18.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	80	92.5	43.3	37.3	11.9	7.5	31.3	Yes	No
African American	392	95.4	54.2	35.0	7.6	3.1	17.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	406	99.3	49.5	37.6	8.7	4.2	21.4	N/A	N/A
Disabled	78	73.1	75.5	18.9	5.7	0.0	5.7	Yes	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	484	95.0	52.7	35.3	8.4	3.7	19.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	482	95.0	52.4	35.4	8.4	3.7	19.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	460	94.8	53.8	34.3	8.0	3.9	19.2	Yes	Yes
Full-pay meals	23	100.0	30.0	55.0	15.0	0.0	25.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	484	94.8	65.9	27.4	5.2	1.6	6.7
<b>Gender</b>							
Male	260	92.3	67.1	25.0	5.0	2.9	7.9
Female	224	97.8	64.6	30.1	5.3	0.0	5.3
<b>Racial/Ethnic Group</b>							
White	80	93.8	54.3	28.6	12.9	4.3	17.1
African American	392	94.9	67.8	27.6	3.8	0.8	4.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	406	99.0	63.1	29.7	5.6	1.6	7.2
Disabled	78	73.1	81.2	14.5	2.9	1.4	4.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	484	94.8	65.9	27.4	5.2	1.6	6.7
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	482	94.8	65.8	27.5	5.2	1.6	6.8
<b>Socio-Economic Status</b>							
Subsidized meals	460	94.6	66.4	26.8	5.4	1.4	6.8
Full-pay meals	23	100.0	55.0	40.0	0.0	5.0	5.0

<b>Social Studies</b>							
All Students	484	94.8	53.2	38.3	5.4	3.1	8.5
<b>Gender</b>							
Male	260	92.7	58.3	33.5	5.4	2.9	8.3
Female	224	97.3	47.3	43.9	5.4	3.4	8.8
<b>Racial/Ethnic Group</b>							
White	80	93.8	44.3	44.3	5.7	5.7	11.4
African American	392	94.9	54.8	37.3	5.2	2.7	7.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	406	99.0	48.3	42.2	6.1	3.4	9.5
Disabled	78	73.1	80.0	17.1	1.4	1.4	2.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	484	94.8	53.2	38.3	5.4	3.1	8.5
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	482	94.8	53.0	38.4	5.4	3.1	8.5
<b>Socio-Economic Status</b>							
Subsidized meals	460	94.6	53.9	38.2	5.2	2.8	8.0
Full-pay meals	23	100.0	40.0	40.0	10.0	10.0	20.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	181	96.7	62.0	31.6	6.3	0.0	6.3
	7	166	98.8	57.8	39.6	2.6	0.0	2.6
	8	167	93.4	55.2	37.1	7.7	0.0	7.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	91.4	63.4	31.7	4.9	0.0	4.9
	7	169	94.1	52.9	37.9	8.5	0.7	9.2
	8	163	96.3	50.0	43.3	6.7	0.0	6.7
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	181	95.6	53.5	32.7	11.3	2.5	13.8
	7	166	98.2	59.7	29.2	8.4	2.6	11.0
	8	167	93.4	65.0	28.7	6.3	0.0	6.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	94.1	45.7	42.5	10.2	1.6	11.8
	7	169	95.3	50.6	34.4	8.4	6.5	14.9
	8	163	95.7	60.7	30.0	6.7	2.7	9.3
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	181	98.3	72.5	19.4	5.0	3.1	8.1
	7	166	98.2	72.5	22.2	3.3	2.0	5.2
	8	167	93.4	72.7	25.9	0.7	0.7	1.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	94.1	78.5	17.8	3.0	0.7	3.7
	7	169	95.3	64.2	24.5	8.8	2.5	11.3
	8	163	95.1	56.6	38.8	3.3	1.3	4.6
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	181	98.3	77.5	18.8	3.1	0.6	3.8
	7	166	98.8	81.2	16.2	1.3	1.3	2.6
	8	167	93.4	72.7	24.5	2.1	0.7	2.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	94.7	50.0	36.8	8.8	4.4	13.2
	7	169	94.1	63.3	28.5	5.1	3.2	8.2
	8	163	95.7	45.8	49.7	2.6	2.0	4.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 519)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	7.4%	Up from 3.7%	9.4%	16.7%
Retention rate	1.8%	Down from 5.4%	4.8%	2.5%
Attendance rate	93.8%	Down from 94.1%	95.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%	Down from 4.2%	2.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Down from 3.7%	2.2%	1.0%
Eligible for gifted and talented	5.5%	Up from 5.0%	5.5%	15.6%
On academic plans	53.9%	N/AV	52.9%	39.9%
On academic probation	40.8%	N/AV	4.2%	0.7%
With disabilities other than speech	16.0%	Up from 13.6%	14.9%	12.4%
Older than usual for grade	7.9%	Down from 8.8%	8.7%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.9%	Up from 1.8%	1.5%	0.9%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	28.3%	Down from 32.4%	53.8%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	48.5%	N/A	18.0%	9.1%
Teachers with emergency or provisional certificates	26.5%	Up from 9.7%	16.7%	5.6%
Teachers returning from previous year	75.5%	Down from 77.0%	77.2%	84.6%
Teacher attendance rate	94.1%	Up from 93.4%	94.3%	94.8%
Average teacher salary	\$38,340	Up 1.5%	\$40,524	\$42,267
Prof. development days/teacher	15.6 days	Up from 14.4 days	12.8 days	11.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	2.5	3.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.0 to 1	18.9 to 1	21.1 to 1
Prime instructional time	86.0%	Up from 85.5%	87.8%	89.0%
Dollars spent per pupil*	\$7,398	Up 0.1%	\$7,792	\$6,243
Percent of expenditures for teacher salaries*	54.3%	Up from 50.0%	54.5%	59.8%
Percent of expenditures for instruction*	58.3%		63.0%	65.2%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	79.3%	Down from 98.7%	92.4%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	20.7%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2005-2006 school year has been one of continuous excitement here at Bennettsville Middle School. We started off our year in the restructuring phase of School Improvement. The State Department of Education provided us with a full Technical Assistance Team (Principal Specialist, Curriculum Specialist, ELA Teacher Specialist, Science Teacher Specialist, Math Teacher Specialist, Social Studies Teacher Specialist and Special Needs Teacher Specialist). They spent a week in training to review data on Bennettsville Middle and to plan effective strategies to address the school's needs. Many changes were put into place to assist with the restructuring of Bennettsville Middle.

After reviewing the data for Bennettsville Middle we moved to reconfigure our grade level teams and revise our curriculum maps to ensure all core subjects were taught each day and to ensure standards-based instruction was used to gain the most productive use of our instructional blocks. Daily classroom observations were conducted by administrators to help support and monitor instruction. Grade level teachers were given common planning time so that they could adequately plan the instruction to be presented. Teacher Specialists worked with teachers at least one day a week during their common planning to assist them in this area. These weekly planning sessions encouraged the integration of subjects as well as assisted teachers in building solid connections in learning for all students.

Our faculty meetings were structured to support academic reform. Each week staff development needs were addressed in these meetings. We also had weekly Leadership Team meetings to guide our focus on student performance.

In order to make sure all stakeholders were involved in our school reform efforts, we implemented a business partnership with over 20 local businesses and we opened our doors to many social organizations. For the parent stakeholders, weekly parent letters were sent out to inform them of the instructional standards being covered and upcoming events. Parents also received weekly student progress reports on their children.

Our External Review for the previous year noted that we needed to focus on developing a solid literacy program. We implemented school-wide writes monthly and a Latin and Greek vocabulary building program. Student performance was assessed regularly using various types of testing (benchmark tests, pre and post-tests, MAP testing, etc.). The data gained from these assessments was used to help us evaluate our instructional practices and adjust instruction as needed. We are pleased to say that this year's External Review noted steady improvement for Bennettsville Middle.

The faculty and staff at Bennettsville Middle School worked hard to build a strong foundation for our students. We have seen marked improvement socially and academically in our students. We truly feel we have made a difference this school year and look forward to an even more productive year in 2006-2007.

Fannie Mason, Principal  
Tim McNeil, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	27	144	88
<b>Percent satisfied with learning environment</b>	59.3%	73.1%	67.1%
<b>Percent satisfied with social and physical environment</b>	70.4%	73.6%	57.0%
<b>Percent satisfied with school-home relations</b>	33.3%	82.4%	78.3%

\*Only students at the highest middle school grade level at this school and their parents were included.